



Bishopville Primary

603 Norton Dennis Avenue
Bishopville, South Carolina

Grades	PK-3 Elementary School	
Enrollment	530 Students	
Principal	Lei Knight	803-484-9475
Superintendent	Cleo Richardson	803-484-5327
Board Chair	Sanya Moses	803-428-5603

THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	At-Risk	At-Risk
2008	At-Risk	At-Risk
2007	Below Average	Below Average
2006	Below Average	Excellent
2005	Below Average	At-Risk

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

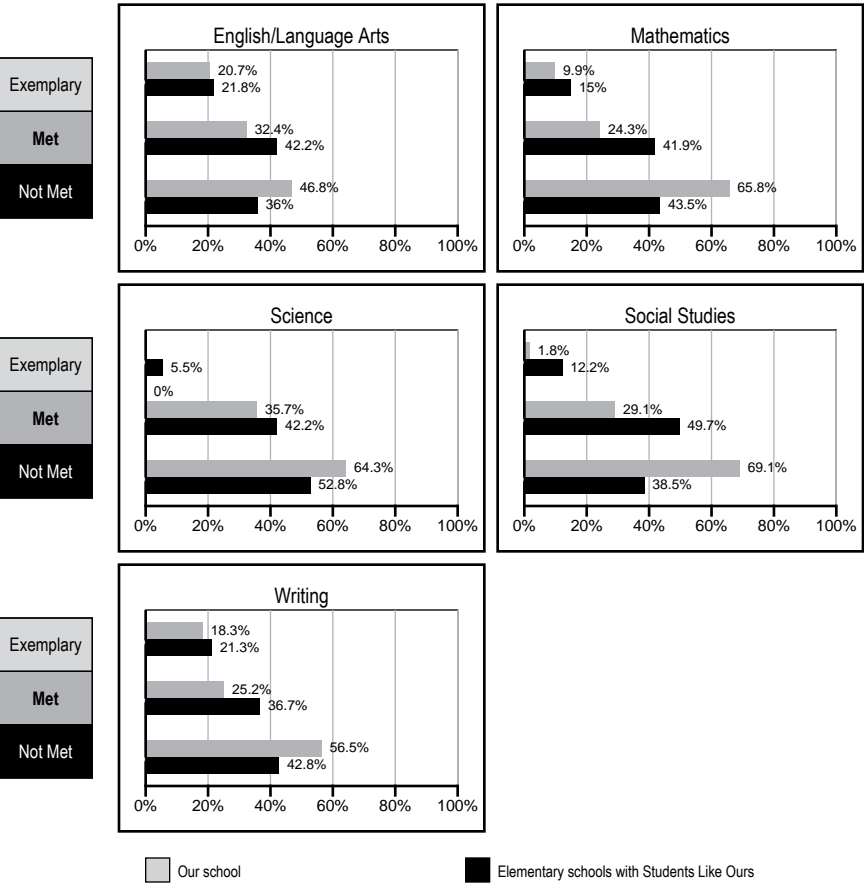
Percent of students tested in 2008-09 whose 2007-08 test scores were located | .%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
1	3	59	58	32

* Ratings are calculated with data available by 06/01/2010.

Palmetto Assessment of State Standards (PASS)



* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=530)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	6.9%	Up from 5.4%	2.5%	1.9%
Attendance rate	94.0%	Up from 93.6%	96.0%	96.3%
Eligible for gifted and talented	0.8%	Up from 0.0%	2.9%	10.0%
With disabilities other than speech	6.4%	Down from 7.6%	7.5%	7.7%
Older than usual for grade	1.4%	Up from 1.3%	1.2%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.2%	Up from 0.0%	0.0%	0.0%
Teachers (n=39)				
Teachers with advanced degrees	46.2%	Down from 52.4%	57.1%	59.4%
Continuing contract teachers	71.8%	Up from 69.0%	71.6%	80.0%
Teachers with emergency or provisional certificates	5.7%	Down from 11.1%	0.0%	0.0%
Teachers returning from previous year	87.4%	Down from 88.3%	81.7%	85.9%
Teacher attendance rate	90.4%	Down from 97.1%	95.2%	95.1%
Average teacher salary*	\$42,993	Up 3.4%	\$45,890	\$47,149
Professional development days/teacher	6.2 days	Down from 14.9 days	10.7 days	11.1 days
School				
Principal's years at school	1.0	Down from 2.0	3.0	4.0
Student-teacher ratio in core subjects	19.9 to 1	Up from 17.0 to 1	16.5 to 1	18.8 to 1
Prime instructional time	83.3%	Down from 88.2%	90.1%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	98.6%	Down from 100.0%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$6,552	Up 3.8%	\$8,670	\$7,458
Percent of expenditures for instruction**	72.2%	Down from 72.8%	68.5%	68.8%
Percent of expenditures for teacher salaries**	69.0%	Up from 65.9%	62.0%	63.2%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	36	108	45
Percent satisfied with learning environment	82.9%	85.0%	69.8%
Percent satisfied with social and physical environment	74.3%	72.8%	79.1%
Percent satisfied with school-home relations	50.0%	88.1%	74.4%

* Only students at the highest elementary school grade level and their parents were included.

Abbreviations for Missing Data

School Adequate Yearly Progress	NO
---------------------------------	----

This school met 10 out of 13 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status	CSI
---------------------------	-----

School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance		
	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	N/A	1.7%
Classes in high poverty schools not taught by highly qualified teachers	8.9%	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	1.1%	0.0%	No
Student attendance rate	94.0%	94.0%*	Yes

* Or greater than last year

Abbreviations for Missing Data

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
--	-------------------------------	----------	-----------	-------	-------------	----------------------------	------------------------------	---------------------------	---------------------------	-----------------------------

English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	117	100	46.9	31.9	21.2	71.7	57.5	82.8	Yes	Yes
Gender										
Male	62	100	52.5	28.8	18.6	66.1	51.1	79.3	N/A	N/A
Female	55	100	40.7	35.2	24.1	77.8	63.3	86.5	N/A	N/A
Racial/Ethnic Group										
White	9	I/S	I/S	I/S	I/S	I/S	73	89.5	I/S	I/S
African American	101	100	48	31.6	20.4	69.4	56.7	73.7	Yes	Yes
Asian/Pacific Islander	1	I/S	N/A	N/A	N/A	N/A	N/A	92.3	I/S	I/S
Hispanic	5	I/S	I/S	I/S	I/S	I/S	65	76.5	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	82.5	I/S	I/S
Disability Status										
Disabled	20	100	N/AV	N/AV	N/AV	50	30.6	52	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	66.1	N/A	N/A
English Proficiency										
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	66.7	75.1	I/S	I/S
Socio-Economic Status										
Subsidized meals	106	100	48.5	32	19.4	69.9	55.4	75.5	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

All Students	117	100	65.5	24.8	9.7	44.2	50	78.9	No	Yes
Gender										
Male	62	100	67.8	23.7	8.5	42.4	48.7	77	N/A	N/A
Female	55	100	63	25.9	11.1	46.3	51.3	80.9	N/A	N/A
Racial/Ethnic Group										
White	9	I/S	I/S	I/S	I/S	I/S	64.9	87.2	I/S	I/S
African American	101	100	66.3	24.5	9.2	42.9	48.9	66.7	No	Yes
Asian/Pacific Islander	1	I/S	N/A	N/A	N/A	N/A	N/A	93	I/S	I/S
Hispanic	5	I/S	I/S	I/S	I/S	I/S	75	76	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	79.5	I/S	I/S
Disability Status										
Disabled	20	100	N/AV	N/AV	N/AV	10	20.6	45.5	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	75.7	N/A	N/A
English Proficiency										
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	83.3	76.1	I/S	I/S
Socio-Economic Status										
Subsidized meals	106	100	67	24.3	8.7	41.7	48.4	70.2	No	Yes

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	59	98.3	N/AV	N/AV	N/AV	36.4	28.7	67.5
Gender								
Male	31	96.8	N/AV	N/AV	N/AV	44.4	28.1	67
Female	28	100	N/AV	N/AV	N/AV	28.6	29.2	68
Racial/Ethnic Group								
White	3	I/S	I/S	I/S	I/S	I/S	52.4	79.5
African American	52	98.1	N/AV	N/AV	N/AV	32.7	27.6	50.3
Asian/Pacific Islander	1	I/S	N/A	N/A	N/A	N/A	N/A	84.3
Hispanic	3	I/S	I/S	I/S	I/S	I/S	41.2	60.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	71.2
Disability Status								
Disabled	9	I/S	I/S	I/S	I/S	I/S	8.7	35.6
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	46.1
English Proficiency								
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	43.8	59.6
Socio-Economic Status								
Subsided meals	52	98.1	N/AV	N/AV	N/AV	32.7	26.6	55.1

Social Studies

All Students	58	100	68.4	28.1	3.5	31.6	38.3	72.3
Gender								
Male	31	100	N/AV	N/AV	N/AV	29	32.5	71.5
Female	27	100	65.4	26.9	7.7	34.6	43.8	73.2
Racial/Ethnic Group								
White	6	I/S	I/S	I/S	I/S	I/S	50	80.7
African American	49	100	70.8	27.1	2.1	29.2	37.2	60
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	88.5
Hispanic	2	I/S	I/S	I/S	I/S	I/S	75	68
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	72.2
Disability Status								
Disabled	11	100	N/AV	N/AV	N/AV	9.1	15.6	43.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	50.7
English Proficiency								
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	61.5	67.9
Socio-Economic Status								
Subsided meals	54	100	69.8	26.4	3.8	30.2	36.7	62.1

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	119	100	56.5	25.2	18.3	43.5	40.6	70.2	94	95.5
Gender										
Male	63	100	55.7	24.6	19.7	44.3	34.5	63.2	93.6	94.8
Female	56	100	57.4	25.9	16.7	42.6	46.2	77.5	94.4	96.2
Racial/Ethnic Group										
White	9	I/S	I/S	I/S	I/S	I/S	54.3	79.1	92.4	94.1
African American	103	100	56.4	25.7	17.8	43.6	40.3	57.6	94	95.6
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	86.2	97.2	97.2
Hispanic	5	I/S	I/S	I/S	I/S	I/S	35	62.6	96.1	96.4
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	68.7	90.8	90.8
Disability Status										
Disabled	21	100	N/AV	N/AV	N/AV	10	6.8	26.1	93.8	94.3
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	54.7	N/A	N/A
English Proficiency										
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	42.1	61.2	94.7	95.9
Socio-Economic Status										
Subsidized meals	104	100	56	25	19	44	38.8	58.9	93.9	95.4

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	117	100	46.9	31.9	21.2	53.1
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Mathematics							
2009	3	117	100	65.5	24.8	9.7	34.5
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Science							
2009	3	59	98.3	N/AV	N/AV	N/AV	36.4
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Social Studies							
2009	3	58	100	68.4	28.1	3.5	31.6
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Writing							
2009	3	119	100	56.5	25.2	18.3	43.5
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample